

Transdisciplinary Theme

Where We Are in Place and Time

Central Idea

People have devised ways to make sense of the earth and its environments.

Learner profile

Thinker

Reflective

Lines of Inquiry

Positions and places on earth

Effects of the earth's rotation

The development of tools used to make sense of the earth.

Attitude focus

Creativity

Cooperation

Integration/subject information

Arabic

Listening : - ريمون جبارة

Reading : - سينما الرسوم المتحركة
- المستقبل في الفضاء

Speaking : Are you one of those who dream to visit the out space?

Grammar :

جمع المذكر السالم.

جمع المؤنث السالم.

جمع تكسير.

علامات الوقف.

التنوين (رفعاً ونصباً وجراً)

Writing : write a comment on an art picture.

Final Project: My favorite pictures in an album.

French

We will learn about :

Different environments: countries, nationalities, cities, houses.

Planning a trip: Where, when, flyer describing a city of your choice, trip ticket .

Music

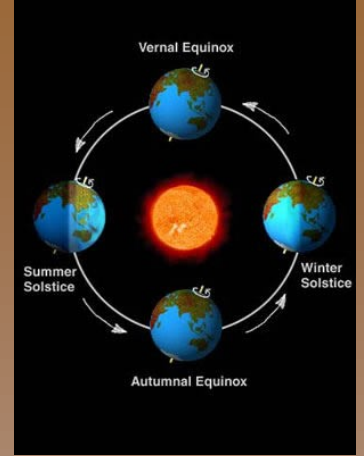
Performing

Singing: songs from different cultures to celebrate diversity in culture (perform with school community).

Playing instruments:

Start to notate simple melody lines. Explore technological productivity tools.

(We're waiting for the Recorders to arrive)



Teacher Questions

- How do you find a particular place on earth?
- What is affected by the earth's rotation?
- How have tools changed over time to make sense of the earth?

Creating & Composing / Notation

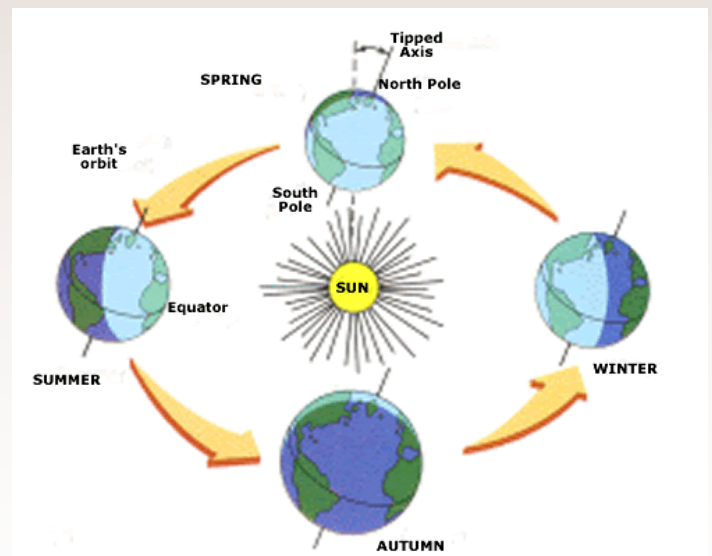
Arrange tonal poem on keyboard. Identify Major/minor tonalities.

Listening and appreciation

Listen to various songs and analyse musical elements using appropriate vocabulary. Identify ABACA structures. quaver, minims, dotted notes, semiquavers and syncopation.

P.E.

Outdoor athletics will be the focus point. It will include all the track and field events and it is expected from the students to be able to master all events with the correct technique. The inter-school athletic team will also be picked and students will be required to do the multi stage fitness test.



Skills outline

Students will be **thinking** about how the rotation and tilt of the earth affect time, seasons and climate of a particular place .

The above, in turn, determines the environments and population distribution.

As their summative assessment is an individual assignment students will need to work independently making sure they complete tasks given in the allotted time. This develops their **self management** skills.

Learning engagement

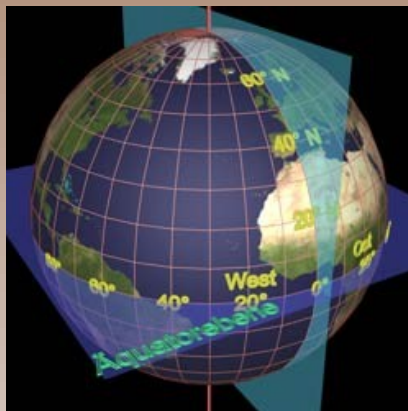
Examples

Language Integration

- For their summative assessment students will be independently creating a topographical map of a fictitious country. Along with this they will need to write a report explaining the criteria given to them on a checklist prior the assignment.

Maths Integration

- They will need to apply their different time zones and
- They will also be doing a
- Students have already shown individually at first and then map on a larger scale.
- They will be producing natural environment and
- They will create a topographical map (containing mountains, bodies of water and type of vegetation) of their home country.



Unit Vocabulary

longitude	latitude
temperature	equator
meridian	continent
compass	Antarctica
environment	direction
axis	topography



knowledge of the Earth's rotation by writing the seasons for four different locations.

scavenger hunt to practice the cardinal points. their prior knowledge by drawing a world map pooling their knowledge together to produce a

artwork outside using only the materials from our location.

How parents can help

Homework is posted on the wikispace. Please check the homework on the wikispace yourself and make sure that your child does the work assigned. We ask that each child write in their reading log every evening including weekends as some students are still not doing so. Please ensure they do. Read with your child as often as possible and question them on the content. This will help with pronunciation and understanding of what has been read. If you haven't yet done so please download Google Earth <http://google-earth.en.softonic.com/> onto your computer as this unit involves mapping and technology. Only send nutritious food at snack time (excluding nuts). The main ingredient in Nutella is hazel nuts and not chocolate as the children think. Therefore it is not acceptable for your child to have at school.

Wiki Address

Year 6 has a Wiki page where you as parents as well as your children can go to. The address is as follows;

<http://yr6islq.wikispaces.com/>